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MAGAZINE

*An Evaluation of Camping
as an Educational Experience*

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Camp Directors Association of America

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THE CAMPING MAGAZINE

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THE CAMPING MAGAZINE

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THE NEXT STEP!

WORDS flow glibly from the lips. It is of value from time to time to test our sincerity and analyze our claims in the light of our performances!

For years we Camp Directors have made the bold assertion that we are educators and have demanded that the educational world and the public at large accept us at our own valuation. Are we educators? Are we sincere in our claims,—and even if we, ourselves, are sincere do the facts justify our assertions? Let us see!

The Camp, we claim, is a new type of educational institution, a spontaneous outgrowth of the materialism of the machine age, which has emerged to supplement (not duplicate) the school,—and where by reason of environment and special opportunities for social living for two months in the summer (for more waking hours, remember, than there are school hours during the remaining months of the year!) the child is living a community life with fellow campers and counselors, amid the spiritualizing influences of an intimate contact with nature and a more or less primitive environment. A new kind of educational institution, forsooth, with, we claim and believe, new and untold opportunities for the physical, social, cultural, mental and spiritual development of our modern youth.

Assuming, if you please, that we have the glimmering of a great idea, are we qualified by understanding and training to effectuate our purpose? Are we seeking and demanding and fighting for the opportunities to develop our own understanding and ability to meet the new problems and the new opportunities created by this new type of educational institution? How many of the great American Educational institutions which profess to train educators are taking us and our claims seriously, and are supplying the facilities for such adequate training? How many of us are taking ourselves seriously (and until we do, of course, others cannot, will not and should not!) and are

Can We Be Educators Until We Are Ourselves Educated?

seeking such opportunities for self-training? Actual personal experience proves that the serious minded camp director, who seeks to make himself expert in the educational problems, abstract and practical, that confront him, finds that the so-called "Schools of Education" of the country, are still "Teachers' Colleges" in the technical sense of the word, that the Camp is still thought of as a stop gap for summer "vacations," and that its function is considered primarily recreational, having to do exclusively with physical training. He finds, further, that the few, the tragically few, specialized courses that are provided, are planned with this utterly wrong concept as their basis.

This will not do. The colleges must come to think of Education in terms of all of its agencies. The Camp must be accorded its high and important place in the educational field, and facilities must be provided for the adequate training of camp leaders,—directors, administrators and counselors alike. But this will not be until Camp leaders demand for themselves and for their own use, such educational facilities. One of the fundamental aims and purposes of the Camp Directors Association of America, and of this, its official mouthpiece, The Camping Magazine, must be to seek to awaken this need in the minds of all those seriously interested in Camping as an instrument of Education. When we, the Camp leaders, earnestly and persistently demand such opportunities as our privilege and right, and honestly mean to avail ourselves of them when provided, it will not be long before the Universities and Colleges and Schools of Education will take our claims as well as our demands at their real value, and provide the facilities which we seek.

Let us in the light of our faith and our enthusiasm make this our sincere and immediate objective.

THE PLACE OF CAMPING IN THE FIELD OF EDUCATION

By LOUIS H. BLUMENTHAL

President, Pacific Coast Camp Directors Association

THE growth of the Organized Summer Camp for boys and girls has been a phenomenal one. It is estimated that now there are more than 10,000 camps of all kinds. Twenty-five years ago there were barely 50. Now over 1,000,000 campers, boys and girls. Twenty-five years ago hardly a thousand. These are all approximate figures. This growth indicates that parents and children have been sold to the camping movement.

The educational world has also recognized camping. Forty Universities are offering courses in Camping for directors and counselors. The late President Eliot of Harvard has said—"The organized summer camp is the most important step in education that America has given to the world." President Hoover's White House Conference on Child Health and Protection had a section on camping.

Dr. Wm. S. Sadler, noted physician and writer in his recent book, *Piloting Modern Youth* says, "I believe the summer camp will ultimately occupy a regular place in the American School System. It is the hope of our American youth. I admonish the educators of this country to give serious consideration to camps for boys and girls. In them I recognize such an opportunity to train youth for social service and real living as will prove in the end of greater value than all the rest of our school system put together. The camp may, after all, become a potent factor in the educational salvation of American youth."

Professor Snedden of Columbia has said "The young people's summer camp developments of recent years seem to me to count among the great new adventures in educational pioneering."

Such affirmative appraisal of the camp movement places upon camp people a great responsibility. It calls for an understanding and an analysis of fundamentals. Why has camp the unique opportunity for achieving sound educational results? For one must recognize as we do that camp has developed from a purely recreational to an educational recreational agency. If this is so, by what educational aims shall camp be guided?

Glen Frank, President of University of Wisconsin has said "There is a near universal agreement that the purpose of education is to produce, not a mind stuffed with information, but a mind trained to think and a personality adjusted for the life of its time." According to John Dewey "Full education comes when there is a responsible share on the part of each person in proportion to his capacity in shaping the aims and policies of the social group to which he belongs."

Because of its very nature, camp is in a position to achieve these aims as well as to bring into play progressive educational principles to make this achievement possible. What is here set forth serves merely to emphasize, through repetition, certain fundamentals in the camp's educational approach which is by no means new.

In the first place, the focal point of the camp program is the child. At camp, he reacts with his entire being and gives play to all his faculties, mental, physical, social and spiritual. At all times, he is an integrated unit. It is with the whole child that camp deals.

The approach to the child is a unified one. Camp assumes the responsibilities and discharges the function of parent in the home, the teacher in the school, the minister in the church and the leader in the playground, be it street, social center, or sand lot. Camp unfolds all phases of the child's personality and is better able to co-ordinate the approach to the child, which in the city, is split up and haphazardly divided among the agencies already mentioned.

The camp program grows up out of the needs and interests of the child. Neither traditional curriculum nor high school or college requirements need determine the program. The adaptation is not to these but to the child with the result that the program is not out of joint with his real interests. For this reason, camps, no matter how alike in some respects be their activities, vary one from the other. These

variations proceed in a large measure from the individual differences of their campers. The camp program therefore becomes elastic so that the child is given all opportunities for exercising self-choice and tempered freedom to do what he chooses in the pursuit of his interests.

The camp program is aimed to *affect the child*, in the development of his interests, appreciations, points of view, adjustments. It primarily does not aim just to give him information or skills, although it is concerned with that too. What becomes important is not what John knows about nature study but *how he feels* towards nature. He may not know ten birds, trees, insects, etc., but if he thrills at the sunset, is alive to the poetry of the stars, the music of the trees in the wind, and stands in awe at the great mysteries of nature, his time has been well spent. Attunement to the great outdoors and not information concerning it is the camp objective.

We all remember when hiking aimed at distance and endurance. So many miles, so many hours, and perhaps so many points awarded. We are less concerned now with mileage than we are with what the hike does for and to the boy. Is its yield in terms of character growth; in the development of moral stamina, persistence, powers of observation, cheerfulness, cooperation, cleanliness? A 20 mile hike that has resulted in a dissatisfied, peevish, uncooperative camper who hates the sight of a trail, has failed in a camping program.

Camp makes it its business to know and understand the child, if he is to be the focal point, and if the program is to be built around his needs and interests. You are all familiar with the devices used to know the child—interviews and questionnaires secured from the child, the parent, the teacher, the physician; daily or weekly observation records of counselors; and observations through personal contact of the director himself. More important than all these, however, is the engaging of counselors who like to be with children and are well integrated and adjusted themselves. They should have exuberance of health, joy of living, and, despite their interest in their activity, they should recognize that camp is child-centered and not activity-centered. They should have some understanding of child psychology, principles of learning and fundamentals of health laws.

Recognizing that the program proceeds from the child's interests, we come to the second point: The primary method of camp is that of learning by doing. By its very nature, camp furnishes ample opportunity for this effective learning process. The campers learn to cooperate by being provided with situations where they can cooperate. They become dependable, self-reliant, unselfish, creative, through practice which the camp scene makes possible. Because children are mentally ready for camp, to which they go with great anticipation, the camp situation is all set for achieving in the camper results in character and citizenship training. He is ready for camp experiences, which is half the battle. The other half is that he enjoys them. It has been said that there is no record of any child ever being led to camp by a truant officer.

Camping is a doing activity—swimming, boating, riding, wood craft, hand craft, music;—so much so, that even rest periods unfortunately become a doing instead of a resting activity. In such a doing world the child becomes creative. "One ounce of creative leisure is worth a ton of bought leisure," says Dr. L. P. Jacks, noted educator. The whole camp set-up makes for such creativeness. There is a freedom of action we find in few places. It is for this reason, I think, directors and counselors in spite of the tremendous drains on their energy enjoy camp work and find it so fascinating. This applies to campers as well.

In the third place, camp itself is a life situation. It does not separate learning from living. The child becomes for the first time a full fledged member of the community with his duties, responsibilities, as well as privileges. That force known as camp spirit influences the points of view and attitudes of campers. The discipline of equal upon equal, camper upon camper, is a form of social pressure that is effective.

Here, they learn to live by living. Here they eat, sleep, play, make decisions, quarrel, compromise, plan—do all things together—no one can have his own way, yet every one is given an opportunity to be himself. To survive happily in such a community, the camper has to be friendly, cooperative, unselfish. He finds himself enjoying camp more if he is.

The camper, for the first time maybe, finds he must stand on his own. He must make his own decisions, curb his own desires, and

depend on himself in many ways. As a result his personality begins to unfold—he grows. He is released from the home influences which in many cases have been hampering. He begins to realize his own worth. He learns to adjust to the staff, the whole camp and his tent mates.

Living and working together becomes the great camp project, as it is the great life project. In this connection, it is significant to remember that in listing the abilities of workers for positions of responsibility, the Metropolitan Life Insurance Company, one of the world's largest employers of high-grade labor, ranks first—the ability and willingness to work well in conjunction with others; not knowledge, not technical skill, but the ability to live successfully with others.

Fourthly, Camp maintains a controlled environment. Favorable influences alone are allowed to function. All the contacts the camper can make are artificially controlled. Deliberately, the camp site is selected for its beauty and its appeal to the aesthetic nature of the child. His campmates, with whom he will live, are selected for their physical and moral fitness. The counselors are carefully chosen for their influence on the campers, and only those who can serve as good models are accepted. Cooks, utility men, clerical staff must all measure up to a high character standard. Visitors to camp are restricted to certain days and hours. There are restrictions on food sent from home. Safety and health hazards are anticipated and removed. The director prepares a fertile soil for the enrichment of the lives of his campers. In one summer, he attempts to bring to bear on his charges all possible favorable influences.

These then, in brief, are some of the tools and situations peculiarly favorable and available to the organized summer camp in making an educational approach. Knowledge of these tools does not necessarily produce results any more than information concerning morals makes us moral. The tools must be applied and that is the most difficult job of director and staff.

Certain cautions however must be observed. School terminology and atmosphere are out of place. Camp should not be turned into a psychological or sociological laboratory at the expense of the child's happiness. The camper should be exultingly joyful and methods we use should not

be so obtrusive as to mar that joy. There must be rules and control of the camper certainly as far as his health and safety is concerned. Campers must be guided into new interests so that these will become his own. Obviously it would be unwise, in pursuance of our plan of camper-motivated program, to allow John to spend all his time in fishing, if such could be the case. This is where leadership becomes all important. It must be remembered further that the child comes from an environment that is autocratic, such as the home and the school, where the program is handed down and where marks on his report card serve as motivations. The child, in coming to camp is entering into a new world. The transition to this new camp environment must be gradual and carefully planned.

The place of the summer camp in the educational program is ably expressed by Dr. Goodwin B. Watson, Professor of Education, Teachers College at Columbia University, when he says: "There is good evidence that health gains are made during a summer of camp that are not attained during a year with schooling. There is also evidence that happiness depends more upon the experience of companionship and loyalty which is developed by camp life, than upon all the literature read and music of the formal school. I am especially concerned with the character and citizenship training which results. There are a few schools in which pupils may create their own means of living together as they can at camps. In school there is a vicious tendency to substitute class room talk about character for what in camp life becomes the practice of wholesome ways of living."

A BIBLIOGRAPHY FOR CAMP LEADERS

A very complete and valuable bibliography has been prepared by Fay Welch for the students in the Camp Leadership Courses of the New York State College of Forestry of Syracuse University. This Bibliography, which covers practically every subject of interest and value to Camp Leaders is in print, and copies may be obtained by writing to the Department of Forest Extension, New York State College of Forestry, Syracuse, New York. A copy of this bibliography should be on the desk of every camp director.

A CAMP DIRECTOR TAKES STOCK!

IT is summer. Here come the campers! A living stream of boys and girls escapes from the man-made town and tumbles over the rocks and through the wooded hills into the fresh blue water of the lake and the green salt water of the sea.

Eyes are open to the beauty of silver birch against emerald pine. Ears come alert to the music of wind in the fir-tops and the rhythm of surf on the shore. Noses whiff the wild-strawberry and the tang of new spruce and old cedar. Muscles are tense for the climb up a cliff. Lungs thirst for a drink of the breeze at the top of a mountain. Throats learn the joy of cold water bubbling up among pebbles at the roots of great rocks. Young bodies tingle at the sight of salt water unbounded and thrill to a dive in the breakers.

Here come the children, bounding into their natural heritage, "to run, to jump, to ride, to swim. To sit in the shade of trees by flowing water. To dream in the silence that lies among the hills. To feel the solemn loneliness of the deep woods." They come to us, the grown-ups, the oldsters, who are to be their guides and friends.

What are we going to do about it? What have we to offer besides those things which the earth holds out so abundantly to her returning children? How are we going to answer those eternal questions which this tumultuous torrent of youth brings to us about the marvelous world of shadow and sunshine into which it has come to live?

Who laid the corner-stone of all this when the morning stars sang together? . . . Who shut up the sea with doors, and made for it a decreed place, and said, Hitherto shalt thou come and no farther, and here shall thy proud waves be stayed!? . . . Where is the way where light dwelleth? . . . Has the rain a father? . . . Who hath begotten the drops of dew? . . . Why does the turtle leave her eggs in the sand, and leave them to warm in the sun, forgetting that a foot may crush them? Is she hardened against her young ones because God hath deprived her of wisdom? . . . How are the Pleiades bound? Or how is Arcturus guided?

Job faced these questions millenia ago. We must face them again today when we invite young people to eat and sleep with the earth. Are we fit for the task? Are we true lovers

A Challenge to All Camp Directors By A. E. HAMILTON

of nature, or do we merely like to sit by a lamp and read Burrough's Thoreau, or Walt Whitman? Here before us, entrusted to our physical and spiritual care, are boys and girls to whom Nature may become the very life-blood of their souls. Here are young things for whom "the tall rock, the mountain and the deep gloomy wood, their colors and their forms, may become an appetite!" We oldsters — may hear with Woodsworth "in the murmur of the wind among the pines the strange sad music of humanity"; but John and Richard and Priscilla and Delight are disconcertingly young and gay! With Neihardt, they want "to be breathing and hearing and feeling and seeing all in the ineffably glorious privilege of being!"

What are we going to do about it? Quote poetry, or lead a child by the hand to find and name the wild flowers but leave them on their stems? Shall we set schooly tasks in botany and geology or open curious eyes and ears to all the "serbrooks"—by first having discovered them for ourselves? Will we cleave a pine trunk with an axe and hand a boy a chip, or an illuminated page from the history of the forest? In a word, how far, how deeply, how joyously are we able to lead these children into the primal, untamed world into which we have invited them to come?

Let us go further with our questioning. If our scant knowledge of the ways of flower and tree, moss and rock, squirrel and thrush, star and planet is enough to enable us to awaken interest in the names and haunts and behaviour of the wild things, or in the history of the earth and of the constellations: how much more do we dare to try? If we are indeed lovers of these meadows, woods and mountains—have we *felt*, or have we merely read in a book of that

*Sense sublime
Of something far more deeply
interfused
Whose dwelling is the light of
setting suns
And the round ocean and the
living air
And in the mind of man?*

What do we know about the mind of man?
About the minds of boys and girls?

We have learned that the way to a child's mind is through the door of the heart, and that "what the heart hears today, the mind will understand tomorrow." We know that a spark of curiosity may touch imagination into flame and that the creative imagination lifts mind and soul as high as it can go. We infer that the individual mind does not live and move and have its being alone; but as a part of the "immense intelligence which makes us organs of its activities and receivers of its truth." And we are called upon, as educators, guides, and friends of young minds in the making, not alone to know these things and to infer these things, but actually to DO something for and with this mysterious mind-stuff so confidently entrusted to our care!

"But hold on!" You may say. "This is a very practical, matter of fact world, and Priscilla and Richard are tough little knots of irreducible fact, dynamic bundles of muscle and nerve, quite material in form and structure—however they may be related to the mysterious energies of the universe! Had we not better begin with these restless little entities of flesh and bone before we consider subtler and more elusive things?"

Very well, then, down to earth with our questionings. Here are the children, small bodies in a modicum of health. What is our first job?

From the moment they arrive in the woods, from the first "cool silver shock in the lake's living water"—naked and unashamed, a new chapter in life more abundant should begin. Not only to be well; but to be abounding, exuberantly, almost ecstatically healthy must be their aim. Not merely to be a good animal; but to become a personality raised up to its bodily best, an exultantly happy creature should be their goal. It is then that one becomes conscious of being soul as well as body, spirit as well as mind, a unified vital whole! To every boy and girl, camp should

"Propose this test

Thy body at its best

How far can that project thy soul

On its lone way?"

That part of our job is relatively easy. God provides the heritage of lakes and rivers and the ocean in which to dive and swim. He gives the hills to climb, the fields to run and

the trees from which to swing. We may then add the tennis court, saddle up the horses and provide temptations into sports and games of our own invention. There is plenty of good food in balanced proportion. We encourage sleep as an essential, and provide periods for relaxing rest. Nurse and doctor are ready for emergencies. Camp sanitation and hygiene are held to high standards. We oldsters are as fit as we can make ourselves. Let us take these things for granted. No camp is worthy of a place on the map if such fundamentals are neglected. A maximum standard for physical conditions and for the health and hygiene of the whole personnel should be a minimum requirement for any camp. Discounting this, let us return to our relation to the child as a creatively evolving personality.

But first let us ask ourselves some very pertinent questions concerning our own minds, our own personality as a whole?

How do we stand in relation to this astonishing world of the twentieth century? How does our fundamental faith and conviction regard the telescopic universes around us and the atomic universes beyond the power of the microscope? Has it caved in under the concept of entropy, or does it stand sure and serene before a thousand universes all in the grip of the second law of thermo-dynamics? Have we cast our lot with the mechanists, determinists and mathematical fatalists? Or have we found courage to stand with Emerson and Whitman as interpreted by the scientific philosophers and poetic mathematicians of our day?

Do you ask why one should be concerned with such questions when we have to deal with a swarm of tough little concreteties called Sam and Ed and Betty and Joan? Are not all these cosmologies, geologies, ethnologies and psychologies merely a lot of "Greek endings, each a little passing bell that signifies some faith's about to die?"

My answer is that, as educators, we have to deal with little savages in search of God. Or, if you prefer, with small primitive men and women endowed with an immense curiosity concerning life. They need the beginning of a constructive, creative faith by which to live and grow into their very best as human souls. And if we are not ourselves single hearted and on fire to grow

upward every day with these boys and girls; if our faith is cracked with doubt and our souls flat under contradictions; then surely the job of building the camp of tomorrow should not be placed in our hands.

Children come to camp at a stage in their development similar to that of primitive man on his evolutionary journey of self-discovery. He began by getting acquainted with the ways of wind and water, storm and moonlight, fire and cave-bears and his fellow man. He was extrospective, curiously watchful of everything in the world about him. All things were significant, full of possibilities for good or evil. More and more his fellows of the human species became of greater interest to him. Then he began to see himself reflected in the conduct of his neighbor, and the first puzzling flashes of inspection began. From looking first without and then within he began to form a rude philosophy or attitude toward life. Later still he formulated a way of life, or many ways of living, culminating in such peaks as Buddha, Mohammed and Jesus.

The process of way-making has never stopped. It is going on all around us all the time. We cannot help having a part in its creative growth. It begins in early childhood and must adjust itself to a world slightly different in every generation.

I believe that the most significant contribution that camp can make to the youth of the world is a constructive addition to this constant cumulative search for a fundamental faith. Today more than ever before such a faith calls for scientific verification. And science today, as never before, stands ready with a wealth of revelation. It is for this reason that we should concentrate our attention on those values which camp can, by its very nature, best contribute to the child's faith in himself as a unique, individual personality in the stirring drama of creative evolution.

Boys and girls come to us in the woodland from a mechanical world of class-room questions and answers, examinations, intelligence tests, and character analyses. From this world they spring suddenly into the realm of St. Francis, Thoreau and Whitman, no longer "to take things at second or third hand, nor to look through the eyes of the dead, nor to feed on the spec-

ters of books." They come to walk in a land where from "the press of their feet on the earth spring a hundred affections" and to lie down on white sand or brown leaves under Orion and the Pleiades. In a large vital and quite disconcerting sense it is for us not to give lectures or lessons, but to give our very selves to these young trustfuls who, if only we are sincere with them, will soon be "noiselessly passing handfuls out of their hearts and giving them into our own."

Perhaps we to whom the children come have also spent a winter among time clocks, statistics and standardized routine. Perhaps we have been appraised and labelled by the behaviourist, or the psychoanalyst, or the endocrinologist. But we, too, have left the office and laboratory and clinic behind. We are now to live for a season beneath the same sun and moon and stars that looked down on Job when he faced those eternal questions from the voice of the whirlwind. We are again among elemental things where our so-called facts are but changing shadows, and yet "they are shadows cast by the constant light of truth." We must face them in the spirit, not of the pedagogue or psychologist, but of the poet, who sees that

Clouds are hills in vapor

Hills are clouds in stone

and that a tree bears its thousand years as one large majestic moment!

For poetry is the speech of childhood and it should become the language of our camps.

If not—if we are to welcome the coming men and women of tomorrow into camp as mere congeries of conditioned and unconditioned reflexes, or as mechanical constellations of varied complexes,—then camp becomes an appendix of the standardized school system, and a confederate of the psychiatric clinic. There is that possibility. There is even such a probability. In that direction lies the easiest way. Entropy works in society as well as among atoms and nebulae. It is against this tendency, and in behalf of elemental values that we must speak and act if the camp of tomorrow, instead of becoming a slave and taking orders, is to evolve into a free institution, travelling under its own power and guided by a new compass under old skies.

What, then, are these elemental values? What, definitively, practically and applic-

ably is the high contribution that camp can make to the life of its children?

I believe that it is to give them abundant opportunities to realize for as long as possible the freedom of their natural birthright, and the chance to gain from that the fundamentals of a faith in the goodness and beauty of life and living.

What is their birthright?

Henry Bailey has put it into immortal words that we all remember:

"The joy of playing in healthful mud, of paddling in clean water, of hearing roosters call up the sun, and birds sing praises to God for the new day. . . .

"The vision of pure skies enriched at dawn and sunset with unspeakable glory; of dew-drenched mornings flashing with priceless gems; of grainfields and woodlands yielding to the feet of the wind; of the vast sky 'all throbbing and panting with stars' . . .

"To live with flowers and butterflies, with the wild things that have made possible the world of fable.

"To experience the thrill of going barefoot, of being out in the rain, without umbrellas and rubber coats and buckled overshoes; of riding a white birch, or sliding down pine-boughs, of climbing ledges and tall trees; of diving head first into a transparent pool.

"To know the smell of wet earth, of new-mown hay; of blossoming wild grape and eglantine . . . of the crushed leaves of wax myrtle, sweet-fern, mint and fir; of the breath of cattle and of fog blown in from the sea.

"To hear the answer the trees make to the rain, and to the wind; the sound of rippling and falling water; the muffled roar of the sea in storm, and its lisping and laughing and clapping of hands in a stiff breeze. . . .

"To catch fish, to ride on a load of hay, to camp out, cook over an open fire, tramp through new country and sleep under the open sky. To have the fun of driving and riding a horse, paddling a canoe, sailing a boat, and of discovering that nature will honor the humblest seed they plant."

(HENRY TURNER BAILEY,
The Children's Birthright)

Let us give these things to our campers. The rest will follow from the liberty to accept their heritage, each according to his

nature and capacity. Let us keep camp before us as the time and place where, with leisure and inspiration to grow, our campers will grow creatively into their best because it is their happiest under the influences of their birthright.

Camp as a 'green oasis in a desert of mechanical civilization offers to childhood an opportunity to lay its own spiritual foundation on the solid earth from which the seeds of life have come, and where alone they can take wholesome root to grow. In the alembic of a single night's vigil in the pine-gloom by a little fire, a boy or girl may find the shining gold of an eternal conviction, the stuff of faith that will vitalize a whole lifetime. Here are the values which it should be our joy and our job to make possible. We can give little else than the setting and the opportunity. The earth and its significant beauty will do the rest. Its values are here and now in the life more abundant, and charged with joy every minute of the day and night. There they are, ready to be taken, gladly given, by the hand of God!

Must we look for further values more immediately demonstrable, or more remote in time and place? Is there some test by which we may judge or appraise them? If there is, the only one I know from my own experience and conviction is the truth that: "The days that make us happy, make us wise!"

HOW CAN YOU HELP?

The question may arise as you look through this issue of the *Camping Magazine* which appears for the first time in its new dress, and under a new editorial policy which is in process of development and of which more may be said in the January issue,—as to how you as a member of the Association may help to build up a monthly periodical which will be entirely professional, and which will at the same time satisfy your needs and the needs of the Association. We urge that every reader who is a camp leader or in any degree interested in *Camping* give that question serious thought during the coming weeks; that they then read the plans which will be more fully outlined in January, and at once determine what he or she can do toward forwarding those plans.

The help of every member of the Association is needed in the constructive work which lies immediately ahead.

MUSIC AT CAMP

ALTHOUGH some camps have a great deal of music and others very little, it might be said that to all camps comes potential music in equal abundance, arriving the day camp opens, a precious, welcome gift—a cargo of happiness carefully packed up inside of each and every camper from the youngest Junior to the eldest Staff Member. How much of it will be unpacked—consequently how much of this happiness will be shared and enjoyed by the camp group, is, however, not so much a question for the individual campers as one for the camp leaders to answer. And so it comes about that some camps have more and some camps have less music, according to the intention of their directors.

If the alluring subject of the causes and effects of music-making were to be properly discussed, one would be at once led into the deep waters of philosophy and religion where a mere “music loving director” would soon have to call for aid, to express her ideas, upon someone not only learned in these subjects but blessed as well with literary talents. So to avoid any such misadventure there will be considered now only the more or less practical questions of why we should have and how we may have plenty of music in our summer camps.

It is generally agreed that we all go to camp mainly for recreation — for the Recreation of our best selves,—and that our success in this depends, not only upon our ability there to live intimately with nature, but upon our gaining, thereby, either intuitively or through wise teaching, a deep appreciation of the beauties and wonders of the Natural World and some better understanding of their divine significance. In eight weeks of such summer life, even the least sensitive of souls receives a host of vivid impressions that will naturally, and forcefully seek emotional (or artistic) expression. It is to Music, the most elemental and, at the same time the most exalting of the Arts, that we seem most instinctively to turn for such self-expression, and it is because we find such happiness and benefit in so doing that we should have plenty of music-making at Camp.

But like so many things that seem easy of achievement, because they seem so natural, a really musical camp does not “just hap-

By HELEN VAN BUREN

Director of Camp Kiniya

pen,” but it exists because careful planning has followed a director’s keen desire. It’s very naive, spontaneous appearance has its most practical causes. Possibly a resume of these practical problems, as happily worked out in a Girls’ Camp in New England, will interest and be helpful to other camps that now have less but would delight in more music.

First of all, in a camp of sixty or more persons, there must be three good musicians on the staff—enthusiastic music-lovers and highly trained not only as teachers but as interpreters. It should have been stated earlier that it is only upon the interpretative side of music that we should dwell at Camp. Nothing should be further from our minds than to have at a summer Camp anything resembling the atmosphere of the winter conservatory. As well study nature at camp from text-books, shut up indoors! No, indeed, the ideal of music at camp lies in the joy of self-expression in the interpretation of music under the inspiration of great surrounding beauty.

To continue with the practical questions—there must be **TIME** for music—hours as carefully scheduled through the week as those hours devoted to swimming and riding. They will soon prove to be as oases in a desert—restful stopping places, refreshing beyond words, anticipated and recalled with delight. Three pianos are needed, scattered about where campers and counselors can, when they wish, be alone with their music-making, for individual music enjoyment is just as vital to a musical camp as music ensemble. A good set of song books or better yet, several sets of such books; plenty of hymn books and some special sacred and secular part songs to be prepared for occasions, are all essential. And last, in the way of equipment, there should be a set of toy instruments for the Juniors’ rhythmic band work.

With these provisions—a camp full of just normally musical young people, talented leaders, instruments, music books and time set aside for music, the camp director and the music leaders will plan effectively the music life of the camp. There will be the

daily morning hour for singing at Assembly—part singing of folk songs, classics and the cherished original camp songs, which by the way must be preserved through the seasons in a set of loose-leaf books. Generally the program will be planned but frequently enough it will be an impromptu affair devoted to “request numbers” only. So surprisingly good is the singing, in a musical camp, that it seems indeed as though the skilful song leader and her able accompanist must wave some magic wand over the group. Sight-reading improves rapidly with this daily practice and before long, even three part songs are going nicely. At least once a week in Assembly there should run a series of Illustrated Music Talks, that have been well prepared by one of the music leaders. Such a topic as “Nature and Music” would prove of fascinating interest. Following Assembly, two or three times a week, the Glee Club will remain for practice. Here, especially interesting music can be studied. A Glee Club’s evening performance always meets with an enthusiastic reception. Sometimes the Glee Club becomes so popular that it’s membership includes a large part of the entire camp!

Once a week, regularly through the season, there will be a Campers’ Musical and all will be invited to gather at the Lodge after supper for a good program of the young people’s music, dancing and poetry. The early programs should not be too long for there will be many more such evenings, it must be remembered. Occasionally the Juniors will give a Rhythmic Band Concert and the study in their bi-weekly music hours thus provides a rare treat for the camp group. Singing of the camp songs at the supper table seems a natural indulgence in camp life and when the songs are limited in number and started by one privileged table only, there is no confusion and cheer is certainly added to the evening meal.

A very important and interesting event in a musical camp is the annual Song Contest. The date set for this will be about the middle of the summer, thus allowing time for the new songs to be composed and also time, during the rest of the season, for the best of them to be learned and enjoyed, by the entire camp. This is a splendid incentive to song-making, and song-making is very important for a camp’s songs play a unique role in camp life, fostering a common spirit about camp events and voicing the camp’s

ideals. A very pretty setting for such a Song Contest is on the lake-shore at twilight, each camp team gathering in a semi-circle about its sparkling fire with the judges seated at a little distance from and between the two fires.

Music frequently plays its part in various forms of dramatics too and Red Letter Seasons in a camp’s musical history are those in which such an operetta as *The Mikado* or the *Bells of Boujelais* has been successfully given. Work?—of course but work that is more correctly spelt with four other letters—P L A Y.

Every camp of course should have its bugle calls. Nothing gets one up in the morning so in tune with the day, or at night, so symbolizes the peace of a world gone to rest. It would be interesting to have the bugle announce all the day’s events as they march along. However, a lovely toned, big farm bell grows dear to campers’ ears and is more practical for use during most of the day.

On Sunday at camp, music most perfectly conveys to all the spirit of the day. A lovely bright morning hymn sung by six or eight volunteers from some high campus sends its benediction over the little colony that is waking up to enjoy one of the quiet days of the summer. At the Service after breakfast, four or five well chosen hymns will be enjoyed and after the Talk, some special music should always be performed. Possibly the Juniors will have a lovely hymn, that they have practiced during the week, or perhaps four of the Aides or Counselors will have an anthem, rich in harmony. There will always be those happy to respond to the request for special Sunday Service music. On Sunday evening, as the sun is setting, is the ideal time for the music leaders to play for the campers. They have come to camp with a large repertoire, for they know well how many and varied will be the demands of music-hungry campers. Great additional enjoyment is often furnished if some word about the interpretation or some musical anecdote precedes the performance of a piece. In spite of the charming informal atmosphere of these recitals, there will always be willingly maintained the essential to all music enjoyment,—absolute silence during performance. This Sunday evening hour of music is not only one of the greatest inspirations of a camp’s musical life but its beautiful influence upon our campers —“characters in the making”—will be deep and lasting.

(CONTINUED ON PAGE 20)

THE BAND WAGON

By ROBERT SEYMOUR WEBSTER

THINK long and hard before you, too, climb on to the "band wagon," in respect to the reduction of tuition! Many directors have done it; and parents undoubtedly expect it of us. But the price of doing what other directors have done, and of living completely up to the expectations of uninformed parents, may be the termination of your continuing in camping! In other words, the director who does not apply sound common sense in analyzing the business side of his profession, and who does not determine the figure that tuition must be in order to operate at a reasonable margin of profit, will not much longer survive in these days of stress.

The several letters that I have on my desk, and the conversations that I have held with several other directors, indicate that in this matter of tuition, some are being stampeded. They reason that, since other camps are reducing tuition, it will be necessary to follow in order to compete. From this point of view, tuition is regulated to meet competition. And carrying it a bit further, we see numerous cases where directors have competed for both old and new campers, by resorting to price cutting tactics. Six of my old campers, each of whom had been at my camp for two years or longer, went last summer to another camp that took them for \$150 for the season! The director of the latter camp has once before been in bankruptcy, and it is reported that he is again in the same situation as a result of his 1932 season!

When it is reported that a certain camp held up to its normal quota of enrollments in 1932, before commenting upon the success of such camp, it might be well to inquire "How about the per capita income?" Success cannot be measured in enrollments when the per capita income was so low that the books are closed with a deficit.

If we group the expenses of operation under two headings, e.g. Group 1, those that can be reduced, and Group 2, those that cannot be reduced, we have the following arrangement:

Group 1	
Advertising and Printing	Kitchen Help
Counselors	Miscellaneous items
Food	Salary of Director

Group 2

Depreciation	Medical Supplies
Fuel (for cooking)	Business car expense
Gas and Oil	Truck Expense
Insurance	Taxes
Interest on loans	Traveling
Labor	

For most camps, it will be found that Group 2 will total about two-thirds of the entire expense of operation. These items will approximate the same total whether the camp has 100 enrollments, or 25.

Looking at Group 1, we first note Advertising and Printing. There is no question but that there has been much extravagance in the artistic work, and size of booklets. I know of one camp that issues a booklet that costs more than four dollars per copy! Incidentally, the director of this camp is in bankruptcy for the second time in three years. A certain amount of advertising and printing must be continued to offset the present business conditions. But let us assume, that most of us could reduce somewhat in this item.

Next is "Counselors." Salaries can be reduced considerably, as many of us have found to our surprise, and our older staff members will in many instances stay on with us. But not usually with as much efficiency as when their salaries were higher. Some directors have had the experience of having older staff members continue at a lower salary figure, but on occasion not quite coming up to the mark in the score of personal interest and initiative,—those intangible qualities of character that mean the difference between an overwhelming enthusiasm and mere perfunctory execution of instructions.

If reducing the expense of counselors means accepting an inferior or lower type of person for such work, or if it means materially reducing the efficiency of staff members, then no director can afford to reduce indiscriminately. Parents certainly will not approve any reduction which will result in a lower standard of supervision for their children.

No director who is sane would for one moment consider cutting the quality of food. But there has been in the past year about 10% reduction in the prices of food-

stuffs. It is not probable that much further reduction in the price of food can be expected for 1933.

The wages of kitchen workers can be slightly reduced, and there can undoubtedly be some further reduction in miscellaneous items, such as movies, entertainments, trip expenses, and some of the "extras" that we have in the past considered as interesting additions to the camping experience, yet which are not absolutely necessary.

We finally come to the director's salary. If there is a reduction in this item, below the minimum required for the bare necessities of living, such reduction will have to be replaced by adopting some secondary means of income. In other words, if a minimum per camper salary unit for the director's living is \$50 and this is reduced to \$35 or less, the \$15 must be raised from some outside source. There are some directors, of course, who were receiving as high as \$90-100 per camper, for their salaries in 1929, who can afford to take less in 1933, in the interest of reducing the cost and still have enough for living without resorting to other sources of income. These people however are in the minority, I am convinced.

Now let us apply some of these facts to the reduction of tuition. If you have a camp of 50, reducing your tuition \$25 will result in \$1250 off of your gross income; and a tuition reduction of \$50 will take off \$2500 from your gross income. Remember, too, that the income of most camps is subject to further reduction on account of scholarships, or special arrangements. Here is the picture.

No. of Campers	Rate	Per Capita	Actual Income
50	\$350	\$350	\$17,500
But in 1932, you granted scholarships, which reduced the per capita income			
50	350	332	16,600
If you grant the same schedule of scholarships in 1933, and reduce tuition \$50., we have			
50	300	282	14,100
And what is more likely, if you experience the average shrinkage in enrollments, you will have			
35	300	282	9,870
And possibly you cannot collect			500
			<hr/> \$9,370

Can this camp, that in 1931, had an income of \$17,500, in 1933 be run with the

income of \$9,370? Can Group 1 of the reducible expense items, be reduced \$7,230 lower than they were in 1932? I cannot believe it possible! And before you or I reduce tuition, let us, therefore, find out what is the minimum per camper income that will see us through 1933 without an outright loss. It is suicidal to run at a loss, unless there happens to be a reserve on hand to carry you through!

One director has insisted that manufacturers resort to price cutting in the expectation that the volume of sales will thereby be increased to offset the shrinkage in unit profit. Applying this to the camping business, we could expect that a lower rate of tuition would increase our enrollments, so that our table would read on the fourth line

Campers	Rate	Per Capita	Actual
60	300	282	\$16,920

This would be wonderful if it worked! Unfortunately, and very much to the dismay of many 1932 directors, this principle does not work in camping. A reduction of tuition does not guarantee increased enrollments. Camps that had fifty in 1932, cannot hope for more campers in 1933 simply by the medium of a lower tuition attracting parents. Figures indicate that many camps that lowered their tuition, in 1932, nevertheless suffered a shrinkage in enrollments. And I know of several camps that maintained the same rate of tuition, that suffered only a slight shrinkage in enrollments!

To summarize, reducing tuition will in most cases result in a net loss of income, that is justified only when there can be a corresponding reduction in the expense of operation.

This "Band Wagon" stampede, on the subject of tuition, must be checked, or there will certainly be a tremendous slump in the status of camping, both from the business end of things, and from the parents' point of view. As a class of educators we ought to have the courage to set our individual rates without being unduly influenced and thrown off-balance by too great a consideration of what others may be doing unwisely.

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EXECUTIVE COMMITTEE
NOTES

The Executive Committee announces with much pleasure the appointment of Mr. Frederick L. Guggenheimer as Editor-in-Chief of the "Camping Magazine." Mr. Guggenheimer is very generously undertaking this arduous task without remuneration and the members of the Committee want to express the appreciation of all the members to him for his cooperation.

The type of magazine that the Camping Magazine aims to be, cannot be the product of a single personality. It requires an active Editorial Staff of enthusiastic, like-minded men and women, who together shall plan and develop a fundamental aim and policy for the magazine, with a definite professional objective. With the final organization of such a staff, plans can be made and effectuated well in advance, for future numbers of the periodical which will give expression to the aim, policy and program determined upon.

An editorial staff of the type indicated above is now in process of organization. It will be completed within a short time,—a fine beginning having been made, as indicated by the group listed in the adjacent column, all of whom have indicated their willingness to serve.

Furthermore "Camping Magazine" cannot be a truly representative publication, unless the individual C. D. A. A. members take an interest in its welfare. Send news items, send short stories of camp happenings, send longer articles on camping problems, send constructive criticisms, but—send something. The Board of Editors deserves your constructive support.

The decision to hold our next Annual Convention at Montreat, N. C., with the Southern Section as our host is most gratifying to the Committee, and we hope for a large attendance. An agenda of any important business to be transacted and the report of the Nominating Committee will be sent to the members and a vote taken by mail for those unable to be present. Montreat will be a pleasant spot in March, and, if groups of members can plan to motor down together, they will feel well repaid for the trip.

Three two-day Section meetings are planned for the winter.—The New York Section Convention on December 2nd and 3rd, the Mid-West Section meeting on December 9th and 10th in Milwaukee, and the Pacific Section Convention in April at Asilomar.

A CORRECTION

It is to be regretted that a serious typographical error which appeared in the October Camping Magazine must be noted and corrected. The final sentence of the final paragraph of the Article from the Southern Section by C. Walton Johnson, its President, should read as follows:

"The *latchstring* (not 'leadership' as it is printed!) is on the outside and it is hoped that the other sections will be represented by large delegations."

THE C. D. A. COMMITTEE ON STANDARDS AND CERTIFICATES

Following the same plan as that adopted for the reports of the committees on General Leadership, Nature, and Horsemanship presented in the June number of "The Camping Magazine" the chairman of this committee will be glad to receive comments and suggestions. Please send these in by January 1, 1933. This report is only tentative and will not be presented as final until ample opportunity has been given to submit suggestions and criticisms, which may be sent to the Chairman of the Committee.

STANDARDS OR MINIMUM ESSENTIALS FOR A COUNSELOR'S COURSE IN HANDCRAFT

RECOMMENDED BY THE
Committee on Handcraft

E. DE ALTON PARTRIDGE, *Chairman*
Boy Scouts, 2 Park Avenue, New York City

LESTER GRISWOLD
Colorado Spring, Colorado

WILLIAM B. POLLOCK
Philadelphia, Pennsylvania

I. Plan of the Course and Suggestions for Giving It.

It is rather difficult to set up a standard training course, or set of courses for handicraft counselors. There are several reasons for this. Probably the most important reason is the lack of uniformity among camps with regard to amount of money available for equipment. Another reason is the difference among various camps of age and sex groups. Still a third problem, and incidentally a less tangible one, is the varied conception among camp directors of the place handicraft should have in the camp program. (Indeed, the first problem might be one of training Camp Directors.)

Although the above difficulties in developing and maintaining adequate standards really exist still this does not alleviate the necessity for having them. Camp directors would no doubt be greatly aided in their problem of finding adequately trained handicraft counsellors if there was some standard training available which could be given by reliable persons and certificated into various degrees of proficiency.

Some Preliminary Proposals.

The committee, to begin with, feel that a great deal of time must be given to this project before any definite steps are taken. The pro-

Presents the preliminary report of the Committee on Handcraft . . .

posals that are now presented are only rough and elementary, they need verification and possible rearrangement. It is felt, however, that a plan such as the one to follow is practical and would work if properly managed.

It might be possible to create three grades of craftsmen, such as "Junior Craftsman," "Senior Craftsman," and "Master Craftsman." Each of these grades would involve the knowing of some very definite skills, graduated in difficulty, which are now in common use in camps throughout the United States. It would be necessary to add requirements to each grade from time to time as new crafts were developed. It would be necessary, of course, to have separate requirements for counsellors in girls' and boys' camps. The requirements for these three grades of skill would be such that real ability would be needed to pass them. The awarding of commissions for these three grades could be cleared through the committee and such awards would be made only after satisfactory evidence had been submitted by a certified "Master Craftsman" holding a commission with the committee. The award of "Master Craftsman" would be made only when exceptionally competent persons with actual experience in teaching crafts and creative arts signified by formal application to the committee that they had filled all requirements. It would be necessary to maintain a standard of indisputable excellence for "Master Craftsman."

It would be possible under such a scheme to maintain a registry for persons completing requirements for the various degrees. This registry would be available to Camp Directors for purposes of employment placement. Applicants wishing to advance in the plan would pay a small registration fee which would cover clerical expenses in handling certificates and maintaining the registry.

Under such a plan it would be advisable to make the requirements such that a person could become eligible for advancement without registering for a series of formal training courses PROVIDING THAT ALL REQUIREMENTS COULD BE MET WITHOUT SUCH TRAINING. In other words, it would be dangerous and defeat its own purpose if applicants were forced to submit to a series of formal courses simply to advance in the scheme. What the committee is concerned about is that the applicants "know their stuff" so to speak,

not where they were trained. No doubt many training courses would be offered throughout the country to meet the requirements set up but demonstration would have to be made to a bona-fide "Master Craftsman" that the skill had been acquired before any awards would be made. The training course would no doubt be the best place to secure instruction but some insurance must be made that no monopoly will be created requiring people of limited means to register for formal training courses simply to receive the certificates necessary for employment. It would also make it possible for any competent instructor to teach others in the various techniques so they may meet the requirements.

The final test of the whole plan rests on the establishment and maintenance of suitable requirements. There is little doubt that once such a scheme as this was put into operation handicraft would receive the new emphasis it deserves in camp. The purpose of handicraft in the camp is not to develop specialists of the campers. As much as possible handicraft should help the camper to solve his problem of living in the open. The making of all sorts of conveniences which add to the meaning and enjoyment of camp life because of their usefulness should be the first objective of the handicraft program.

It is perfectly possible for a program to be conducted in camp without the use of any outside materials whatsoever. It is to this end that we are trying to train camp counselors,—to make projects for a definite purpose, to look for material directly at hand and to use this material to make camp life enjoyable. The more or less formal crafts should find their way into the camp curriculum only after these fundamental needs have been put across. Great care must be taken to keep the handicraft program from being a detriment to the camp scheme. It must be kept in proper proportion to the whole program.

II. Outline of Minimum Essentials.

Rough Suggestions for the Three Grades of Craftsmen.

We are submitting at this time a rough outline of what might be included in each of the three classes of Craftsmen for boys' camps. It will be necessary to revise this somewhat and to develop some alternatives and electives in each of the grades. Obviously it is not practical to ask one person to be expert in all of the crafts suggested (although it is this type of person who comes closest to the man needed in camp). It will be noticed that much stress is placed on the use of natural materials. This is one phase of handicraft which every counselor should be familiar with whether in a boys' or girls' camp. It is not only practical and useful but tends to develop an attitude of con-

servation on the part of the campers for natural materials available.

Suggested requirements for "Junior Craftsman."

Natural crafts

Use of natural materials: wood, reeds, bark, bone, etc.

Games

Rustic furniture

Totem poles

Tin can craft

Puzzles

Games

Rustic models

Elementary square knotting

Four strand braiding: round, flat, square

Elements of designing

Soap carving

The Junior Craftsman should know and demonstrate the above. The natural crafts should include a display of material made by the craftsman.

Senior Craftsman

In addition to the requirements in the Junior Craftsman:

Knots: Neckerchief slide knots, turks head, crown, etc.

Eight and ten strand flat braiding

Three strand braiding (with closed ends)

Advanced Square knotting

Leather dye making from nails

Leather planning and stamping

Elementary tooling

Lacing

Knowledge of leather and its uses

Advanced woodcarving

Bone carving

Intermediate designs

Art stone

Basketry

Read certain required articles

Teach to others each of the above and present display of at least three of the above made by the craftsman himself.

Master Craftsman

In addition to the requirements for the two previous:

Develop at least one original idea for use of natural materials.

Produce acceptable display of materials and finished projects for at least five of the following:

Advanced leather tooling

Advanced leather lacing

Horse hair

Celluloid

Metal work—silver

copper

pewter

Jewelry

Indian crafts—beads, etc.

Required:

- Know advanced designing
- Plan a complete camp handicraft program in all its details
- Plan and assemble advanced projects
- At least one year's experience in camp as handierafter.
- Demonstrate ability to teach and supervise group.

III. Qualifications of a Handicraft Counselor.

Unfortunately it would be very difficult to standardize the most important phase of handicraft training, that of personality of the counselor. No matter how skilled the worker, without originality, imagination, and patience he is completely out of his element in camp. Experience seems to be the best means of developing these necessary qualities. For that reason experience will be a requirement in at least the higher of the degrees. It may be possible to develop some required readings which will enrich the background of counselors along this line. It has been suggested also that some questions could be developed for the applicants to respond to which would bring out their attitudes to some of these subtler qualifications. These are all refinements of the plans which will need to be worked out.

IV. Bibliography.

Partial bibliography on handicraft:

BEARD, DAN.

- American Boy's Handy Book
- The Outdoor Handy Book

BOY SCOUTS OF AMERICA

The Service Library Pamphlets:

- Totem Poles
- Projects in Leather
- Knifecraft
- Kites and Kite Flying
- Woodcarving
- Etc.

DANNENHAUER, C. W. AND CO.

- Leathercraft (Instruction folders A, B, and C. Can be procured from the above at 143 No. 4th St., Phila., Pa.

JACKSON, J.

- The Handicraft of Woodcarving. Sir Isaac Pitman's, London.

GRATON AND KNIGHT

- Leathercraft. An illustrated booklet on methods in leatherwork. Can be secured from above company in Worcester, Mass.

GRISWOLD, LESTER

- Handicraft. Simplified Procedures and Projects. A complete, well illustrated treatment of many crafts.

HALL, A. NEELY

- Handicraft for Boys.

MURRAY, WM. D. AND RIGNEY, FRANK

- Fun With Paper Folding. An interesting and well written book on the art of paper work. Especially good for younger children and girls.

PARTRIDGE, E. DEALTON

- Molding the Craft Section to fit the Camp. Article in "Camps and Camping." Published by Spalding. 1931.

DID YOU KNOW

That President Eliot of Harvard University made the statement some years ago that the summer camp is America's most significant contribution to modern education?—

That under the Maine laws the educational summer camp for our youth is classified with roadside eating houses and tourists' camps?—

That of the more than 2,000,000 children that went to camps during the boom years immediately preceding the depression, less than 150,000 went to private camps, — the vast majority attending institutional camps?—

That there are about 100,000 camp counselors in the United States?—

That of the hundreds of Schools and Colleges of the country which are designed to train educational leaders, less than 50 have any courses designed for the training of Camp leaders?—

That the vast majority of these courses provide training exclusively in athletic or recreational activities?—and

That had it not been for the hasty but effective intervention of the alert President of your Association every camp which had a West Point graduate of 1932 on its staff would have been deprived of the services of its riding instructor during the course of the past camp season? Just another instance, if you please, of the value of your Association, and of how it is working in your behalf without your knowledge.

VISION OR HERESY?

THE new National Constitution has gone into effect. It opens up the way for a greatly increased active membership, for a better magazine, for close co-operation with other camping interests, and I trust, for annual National conventions far beyond anything that we have dared hope to accomplish for several years to come.

It also releases Sections. They are given greater freedom than ever in transacting the affairs of their own associated groups; i.e., "Sections shall determine their own conditions of membership." Thus, I take it, a section may limit its members in any way that it desires, or feels will bring best results to that definite group.

The new national constitution, as I see it, is a plea for more and smaller sections. Due to the great distances which members are separated as well as the many different types of camps represented, Mid-West meetings can only be annual affairs and must be general in content. The intimate discussions of small groups interested in the same things, the frequent meetings which are the only method of real personal acquaintanceship and friendly give-and-take must be foregone in a section as large as ours. It is true that groups may be formed under a section and have been formed with some success under Mid-West. But, after all, they are only a group under a section with no real standing. And many directors have not cared to accept membership under such conditions.

Mid-West would gain much and lose little, I think, by being broken up into five or more such sections—each with its own definite constitution and statement of purpose. In a cursory survey of the section as seen from my eight years of being its secretary-treasurer (ever since it was formed) the following groups would do splendid work as separate sections:

1. A Chicago section: probably of private camp directors. Chicago has a large group of these who would probably contribute to national C. D. A. A. some very valuable findings if a section. Private camp directors in the locality would also want to be included.
2. A Milwaukee section: composed mostly of directors of association camps be-

By Mrs. L. A. BISHOP

Primarily for members of the Mid-West Section, with some details concerning it. Its problems may, however, find an echo in other sections.

cause there seem to be more such directors in that city who are not now members than there are private camp directors. These, in all probability, would prefer affiliating with the Chicago group.

3. A Minneapolis-St. Paul section: also mostly of association camp directors since, it seems, that there is a splendid group now working together there who are not affiliated with C. D. A. A. but who might wish to come in under the new ruling.
4. A Detroit section: there is now a flourishing Detroit group, consisting of both private and association camp directors, and doing splendid work. They are really too large and effective to be only a group in a section.
5. A St. Louis section: many St. Louis directors have always been dissatisfied with their membership under section and national requirements. Many others have not come into the association. As a St. Louis section they would probably contribute far more to a national association than in the past.
6. A Cleveland section,—or an Ohio section: there are a number of C. D. A. A. members in this state active in no section; also a large group of non-member directors. Their activity and value might be greatly increased. Pittsburgh directors might also be interested in such a section.
7. An Omaha or Denver section: this group should bring together the Rocky Mountain camp directors.

Most of these suggested sections have been brought together as groups in the past. Some have failed. As separate sections, with definite leadership within their own group, and responsible only to National, it is quite probable that each could and would accomplish much more than in the past. And sec-

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CAP'N BILL

His Column

In these days of depression it may not be amiss to plan for our camp reunions so as to revive the ingenuity and resourcefulness of older generations. Many camps that we visited on our Nature Magazine trip had old farm houses with large fireplaces where a fall or even winter group might well turn their thoughts to the happiness and pleasures of candle days and simpler foods, games, and skills. Perhaps you know of a farmhouse that you can borrow for the occasion. The more dingy the rafters the better. The morning activities might be to gather nuts and frosted cranberries, or barberries and wild apples, or to dig horse radish, or fill the wood box and drag in the back log. Decorations might be strings of peppers, evaporated apples, and dried pumpkins about the glowing hearth. Children used to go a-leafting to get oak leaves on which to bake bread in the brick oven. Perhaps a neighbor has pop corn or you may even employ a country friend to direct an apple butter frolic which one time stood side by side with corn-husking bees. To make the apple butter of Pennsylvania or Ohio or the cider apple sauce of New England one may boil down sweet cider to one-half and then put in apples that have been pared and cored. Keep adding apples or cider until you get the desired consistency. It's better if stirred with the old fashioned hand-made wooden paddle. Add spice to taste. And instead of putting on a label that tells about "Mrs. Cornhauser's apple sauce" at 50¢ a jar it might be "Made by the Girls' of Camp Look-a-head." Instead of "Conserves of barbary, quinces and such, With sirups, that easeth the sickly so much"¹ it is but one step to marmalade and glace fruits. Others of the party may be employed in preparing a primitive roast of meat or fowl by suspending the meat in front of the fireplace by a string and wire. Occasionally the string is twisted so that the roast will twirl in front of the fire and it will add to the savoriness of the meal to frequently baste the meat from the drip pan below. Bread raised with potato yeast or corn bread in the Dutch oven adds to the zest. The old cider mill, the butter churn, the cheese press, the warming pan, candle dipping, the indigo dye pot, and

¹ Thomas Tusser, who died in 1580 in his "Five hundred Points of Good Housekeeping."

even the old spinning wheel might be used for a part of the program.

After the feast and the bed quilts have been aired and the beds properly made the campers gather around the hearthside. They have now experienced the kitchen of Whittier's boyhood. What of it if they too happen to be Snow-bound.

*"We piled with care our nightly stack
Of wood against the chimney back—*

*We watched the first red blaze appear,
Heard the sharp crackle, caught the gleam.*

*Shut in from all the world about,
We sat the clean-winged hearth about,*

*Content to let the north wind roar
In baffled rage at pane and door,*

*The mug of cider simmered slow
And apples sputtered in a row.*

*And close at hand, the basket stood
With nuts from brown October's woods.*

And it may be they can think with Lowell

*"The wa'nut log shot sparkles out
Toward the pottiest—bless her!*

*An' little flames danced all about
The chiny on the dresser.*

And as the embers die down the director can tell a Zuni bed time story. Amongst the Zuni Indians is a folk tale of the dragon fly. Old men told this story to their children. Today Aileen Nusbaum has retold the tale in her book entitled "Zuni Indian Tales."² It seems that the people of Hawikuh lived in a great valley where the Ice God never came. The corn grew so easily that they became rich and indolent. They planned to show their wealth to other towns by a sham fight in which they were to throw food at each other. Famine and suffering followed until the hearts of the old ones were made scared and greater wisdom sat at the council. And today when I go into the country places I see apples going to waste and yet in a month thousands of people in our cities will be waiting for food. And thus at the winter council fire of your campers the childlike simplicity of the Zuni Indian and his rare beauty of thought may, through such a week end experience, enable them also to see the problems of today and the necessity of getting back to the simple life and the laws of nature.

² Published by G. P. PUTNAM'S SONS.

OF HUMAN INTEREST

. . . CAMP NEIGHBORS

There is a lovely spot on a lake in the woods of Maine where a group of campers each summer build up their soul's fabric. About twenty years ago a man saw in this spot its possibilities as a camp site and sought the farmer who owned it.

When they were looking over the property together they came to a stretch of sandy beach along the lake shore. "My neighbors," said the farmer, "have always used this sand for building when they wanted to and I'd kind o' hate to think they couldn't do it any more." And the man, whose vision was long, replied, "They'll be my neighbors too. Of course they'll be welcome."

And so the camp has grown in the midst of its neighbors with the spirit of give and take which such a beginning portended. The purchasing power of the camp has increased the welfare of the community and many have been the friendly acts of the people who lived near. A neighboring farmer's wife has taught the campers how to make hooked rugs; others have come with the neighboring fiddler to pass on the rollicking country dances which should be preserved as the American folk dance; twice have the men turned out as a whole to fight long and hard to prevent a forest fire from reaching the camp buildings; and once when a marauder had broken into several cottages one of the women went to the camp and took such things as victrolas and silver to her house for safe keeping.

But perhaps the biggest contribution of all came last summer in the form of a bit of philosophy which struck the keynote for director, counselors, and campers in meeting the "depression" season and the winter that is ahead with its curtailments and uncertainties. A farmer friend stopped for a chat after delivering some vegetables. "This depression," said he, "is no laughing matter, but it's no matter if we laugh."

The following sketch was written, staged and presented by a group of boys during the past summer in a progressive boys' camp. The author was a lad of seventeen.

The presentation was made without either the help or advice of director or counsellor. It was entitled

. . . FUTILITY! . . .

When the curtain rises the lights are focussed upon the left hand side of the stage where five small boys are disclosed, seated in rows as in a school room. Behind them and across the entire width of the stage is a white sheet, about six feet in height. An older lad, dressed as a teacher and carrying a book or two, walks out and stands in front of the group. "Bon Jour, mes enfants," he says. They reply "Bon jour!" Then he, their professor, goes on to tell them how France, which had been cruelly treated and robbed in 1870 must win back Alsace Lorraine, and that all of its citizens must fight for the glory of their country. The children clap and shout "Vive la France," and then lapse into silence. The light then shifts to the left, where a similar group of five boys come out and seat themselves, while an older lad here too stands before them as the teacher. "Guten Morgen, Kindern," he says, and the children reply, "Guten Morgen, Herr Professor." He then tells them that Deutschland must become the most powerful nation for its self preservation, and that it must have the greatest armies and navies to protect itself from the aggression of the world. The children clap and shout "Deutschland über alles!" The light in the front of the stage then goes off.

Now the light behind the screen goes on. Off stage a bugler blows "Attack," and, all in shadow behind the screen, a regiment is seen crossing the stage. They are shouldering guns and have boots on. During the entire procession the bugle plays. The lights all go out, then go up again and a soldier is revealed in silhouette as before, with levelled gun and steel helmet, mounted on sandbags. The whine of a bullet, made by the bugle,—a crack, and then he clasps his head and drops. Then the bugler, with a steel helmet on, steps behind the curtain, in silhouette and plays taps muted. As he plays it over and over the soldiers return, some on crutches, others with arms in slings, one with his hand on the shoulders of the man ahead,

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• FOR YOUR BOOKSHELF

The chapter "The Reluctant Dragon" in Kenneth Grahame's "Dream Days" has been made into a three act play by Emma Sterne without any loss of its charm and atmosphere. So successful was the effort that it won the 1931 award in a contest conducted by the Bookshop for Boys and Girls, Boston, and can be obtained there (50¢). There is fine material for Camp use in both "Dream Days" and "Golden Age" by Kenneth Grahame.

"Exploring with Beebe," G. P. Putnam's Sons, would certainly find readers if placed on camp library shelves. This volume contains the most interesting selections from "Galapagos," "The Arcturus Adventure," "Jungle Days" and other Beebe books, and is generously illustrated, with maps for end pieces added.

Two reviewers have spoken highly of "Wagtail," author, Alice Crew Gall, Publisher Oxford, which gives the history of the change from tadpole to frog.

More books are needed for the entertainment of Juniors, and Junior Camp reading or story hour gives a wonderful opportunity for forming taste for good literature and fine illustrations. The author, Mark Van Doren, has written "Dick and Tom—Tales of Two Ponies" (Macmillan) for his five year old son; and Christopher Morley has given us "Max and Moritz" (Morrow) the story of two little German rascals and their escapades, for six year olds.

Every group of little children should be given some good poetry. "Sing Song" by Christina Rossetti (Macmillan), is real poetry in simple language.

Directors themselves should read Van Loon's Geography. Much can be gleaned from it by counselors, older campers will read it, and all will enjoy its illustrations.

The Story Hour at Camp is one of the most valuable periods for character building, for inculcating good taste in diction, appreciation of style, and most of all, worthy content. A whole volume of stories may be read by a director, and not one found that meets the requirements for a good camp-fire story for girls or boys. A variety is needed in tales,—stories of adventure, bravery; stories developing ethical points, but *not* preaching; stories of animals; of scientific exploits; and humorous stories.

The children clamor for ghost stories, but they should never be sent to bed frightened.

Humorous stories that are not cheap, and ghost stories that are not terrifying, are perhaps hardest to find. Would this column be helpful if it could list *good* stories under different classes, and tell where they could be found? Most camps have favorite stories that are told year after year, as old campers request them. Won't you share your favorites, and send titles and where they may be found to this Bookshelf (c/o the National Office, 551 Fifth Avenue, New York) and so widen our repertory and raise our standard.

A good ghost story, easily told, is Dickens's "The Signal Man," found in the Little Classics Series, Volume titled Mystery. A fine story for Fourth of July is Edward Everett Hale's "Man Without a Country." This story is new to the younger generation, and is impressive if shortened and well told. Also found in Little Classics, volume, Exile.

STUDENTS HANDBOOK OF ARCHERY

Phillip Rounseville, A. S. Barnes & Co.,
New York. 64 Pages. 25c.

The author of this handbook is nationally recognized as an authority on archery. The handbook is intended to be used by beginners and also by teachers, in connection with his larger book, "Archery Simplified," a book, by the way, which should be in the possession of all teachers of archery, as it gives a complete lesson plan for teaching archery. In too many camps archery is taught in a haphazard way. This Students Handbook and the teachers textbook of Mr. Rounseville's, make possible a correct way, and will help in arousing new interest in this ancient sport. The handbook contains 32 pages of valuable suggestions and 30 Score Sheets. Inexpensive, convenient in form, written in language understood by beginners, the book should have a large circulation among campers.—H. W. G.

• • MUSIC AT CAMP

(CONTINUED FROM PAGE 10)

And so in following some such plan as this, from Monday morning's gay bugle call to Sunday evening's peaceful recital, may music be woven into the pattern of a camp's life, cheerfully coloring with its bright threads the whole fabric as, truly, nothing else can.

COUNSELING WITH AND BY COUNSELORS

"A COUNSELOR ATTENDS A CONFERENCE"

By FRANCES C. MARTINDALE

Counselor, Junior Group, Camp Oschoa-of-the-Dunes,

Do you Camp Directors ever wonder what sort of thoughts are going on in the minds of your counselors! I think the counselors would often give a lot to know what the directors are thinking about. A genuine desire to know more fully just what directors think about, what they talk about, what problems are uppermost in their minds, what they want most in their counselors, prompted me to travel 200 miles to attend the Mid-West conference of the C. D. A. in Chicago, January 29th and 30th, 1932. After all, a cat may look at a king,—Why not go! I went. I felt amply repaid for my effort. I found the directors to be idealists first, last, and all the time. They are honest. They are frank. They put their cards on the table and talk things over openly. And they know—Oh! *how* they know—what they want from their counselors.

During the discussions which lasted until nearly midnight on Friday and long after dinner on Saturday, constant stress was made of the necessity of every one preserving the high ideals which have made camping the highly healthful, safe and character-building project that it is today. The ethics of the Association carefully guard the camps against under-handed business methods, which are bound to creep in where a successful development has been built up. All the directors were unquestionably eager to preserve these ideals of fair play and honesty in dealing with their patrons and with one another.

After all, I think the counselors have the best of it. We have the real fun—the unworried accomplishment of our own particular ideals. Sometimes one hears a counselor say, (sometimes, but not often), "Well, what can they expect for only eight weeks? There isn't a living in it." No, there isn't a year 'round living in it. One must have other interests during the winter months. What could *anyone* do to make a living in only eight weeks? However, the *directors* whole living is in it. Think of the large investment involved in the average modern camp, with only eight weeks out of the year to realize on that investment.

The counselors get out of it eight weeks of happiness and fun and fulfilment, and they give eight weeks of happiness and fun and fulfilment to thousands of tomorrow's men and women. Isn't that something? Isn't that everything?

In speaking of what quality is most admirable in a counselor, Professor Gillett of the School of Elementary Education, University of Chicago said that he considered discernment one of the most valuable attributes. I think he is right.

To illustrate—After council one morning last summer a ten-year-old, in a rather off hand manner said, "Couldn't we make some puppets of our own out of peanuts, so we could be like the big girls?" "Peanut puppets, a grand idea, let's get right at it" said their counselor. By noon two bags of peanuts had been brought from town, long coarse needles threaded with string procured from the craft room and eight little girls were working on their puppets, and doing it all themselves. Heads, bodies, arms, and legs grew, faces were inked on, hemp hair affixed and costumes started. A stage was built, a handsome red sateen curtain, with a valance, installed, and two nights later the "Lilliputians" as they were called, presented a puppet show in the main lodge. The Peanut Puppeteers were a great success. They did everything themselves—even to composing the dialogue. When things like that happen a counselor sometimes wonders whether she leads actually, or whether she follows.

Another counselor in camp actually lead her children. After weeks of making them listen reluctantly to the reading of a play, she successfully produced it. They seemed to enjoy it when the night for performance came. Now, I'd like to know which one of those counselors was the leader. The one who imposed her will on theirs, or the one who followed the children's bidding. I'd like awfully to know. It seems to me that the first one had discernment, the second one leadership. An ambiguous term—leader-

ship. Does a leader actually lead, or does she follow?

I wish all counselors might have listened in on that conference in Chicago. They would have realized how vitally their services contribute to the success or the failure of their camps. It is of them that the children talk when they return to their homes. It is their attitudes that the campers imitate until they actually become the campers' attitudes. Their appearance, their speech, their sense of humor and their responses to situations, all are copied by the campers. The director meantime is busy making both ends meet, keeping the sanitation and food up to standard, engaging cooks, laundresses, ordering supplies and goodness only knows what other uninteresting things—while we counselors, well I ask you, aren't we the lucky dogs?

THE AMERICAN RED CROSS ROLL CALL

The American Red Cross Roll Call, affects every citizen of America, but it especially affects every camp director and every camper, for it is largely through its intelligent and aggressive cooperation that the health and safety standards in our camps have become so high.

The Roll Call period—Armistice Day to Thanksgiving—was the nation's answer to the nation-wide appeal from our millions of unfortunate fellow-Americans. At that time every working citizen was asked to contribute to the American Red Cross in order that its far-reaching program of relief may go on. Not since the World War has such a crisis existed. To meet it, 2,200 local chapters assisted in 1931 in unemployment relief, aiding 337,000 families. This year's obligations cannot go unmet. More than ever the Red Cross needs the membership of the American people. Join now!

Throughout the United States today, by thousands, women are coming together in Red Cross work rooms as they did in the days of 1917, to sew for the Red Cross. In the same spirit with which they answered the needs of the World War, these volunteers are doing their bit to make easier the lots of those shock troops of the depression,—the unemployed and their families. Thus, not only in dollars and cents, but in contributions of individual, dedicated service the American Red Cross carries on.

Directly resulting from the gigantic garden seed program sponsored by the American Red Cross is the diffusion of needed and valued information on the relation of diet and health. Thousands of packages of choice seed, 19 varieties to the package, have been distributed by the Red Cross in areas where relief has been given. These gardens supply the family needs during the seasons when the crops are ripe and, thanks to the stimulation of canning projects by the Red Cross, provide also for the Winter's needs.

Concrete proofs of the value of spiritual facts have never been more abundant or conclusive than in these days of universal woe and international depression. America's lot has been easier, by far, than that of many of the less fortunate countries overseas, but with her millions of unemployed, her idle mills and the complications daily arising from the problems imposed by this machine age, America has soberly inventoried her blessings, and taken stock of the resources still available in the economic situation toward which she resolutely faces forward.

Chief among the substantial and quickly realized assets of her rehabilitation ranks the American Red Cross,—the organization through which is articulated the massed impulses of compassion, cooperation and relief of the American people.

The Camping Magazine invites and urges its readers if they have not already done so to enroll in this great and beneficent organization.

· OF HUMAN INTEREST

(CONTINUED FROM PAGE 19)

all marching with the appearance of abject dejection. As the procession continues, apparently in unending line, the lights behind the screen slowly dim and go out, and the fore part of the stage is again lighted. Again in turn we have the two groups, first the Frenchman telling the children that France must build navies and armies in order to retain the territory and power which it has won! They clap and shout as before. Then the German professor declares to his pupils that Germany must regain Alsace Lorraine, and that they must grow up to be strong men so that they may fight for their wronged country and as the children clap and shout "Deutschland über alles" the curtain slowly falls.

• THE NATIONAL CONVENTION

The Annual Convention of the Camp Director's Association of America will be held March 2, 3, 4, 5th, at Assembly Inn, Montreat, North Carolina.

Montreat is located in the heart of the Blue Ridge Mountains of Western North Carolina, a section known as the "Land of the Sky," famed for its beauty of scenery and health of climate, eighteen miles south of Mount Mitchell, the top of Eastern America, fourteen miles east of the famous Biltmore Estate, sixteen miles east of Asheville, two miles from Black Mountain station on the Southern Railway.

The Blue Ridge and Black Mountains unite to form a vast cove of rare and varied beauty. The ridge tops in circular form, adorned with towering mountain peaks, mark the boundary of the Montreat grounds. The great forest abounds in a countless variety of trees, shrubbery, flowers, song birds, crystal streams and waterfalls; all of which combine to make Montreat one of the most picturesque and beautiful places in America. The altitude varies from 2,400 feet at the entrance gate to 5,600 feet at the top of Greybeard Mountain. The average temperature the year round is 55 degrees, the summer months average 70 degrees, which altitude and temperature, with the dense foliage of the vast forest, afford as fresh and pure air as man ever breathed, and as pure and delicious water as nature ever gave.

• THE PLACEMENT BUREAU

The Placement Bureau of the Camp Directors Association of America would like to call to the attention of Camp Directors that the Bureau has at present, four hundred and eleven candidates for positions for the summer of 1933.

The Bureau at National Headquarters will send, upon request, full information to all Camp Directors regarding candidates on file.

ADDRESS: MAJOR RAYMOND F. PURCELL
Camp Directors Association of America
551 Fifth Avenue
New York, N. Y.

• VISION OR HERESY?

(CONTINUED FROM PAGE 17)

tion dues could be very small. For, with a national association attempting to assume leadership in all problems of national import to camping, the real *raison d'être* of the section should be to do those things, and those things only, which National cannot do. And these are, primarily, to give the personal problems of the individual director attention. A section covering the territory which Mid-West does cannot possibly assume such duties successfully.

If section constitutions would emphasize kindred interest and geographical proximity, they would also have value as nuclei of study when National may want to delegate specific topics to individual groups.

Mid-West is to have its next annual meeting in Milwaukee at the Hotel Pfister on December 9th and 10th at which time it must change its constitution to conform to present national rulings. It is hoped that each active member will make a serious effort to attend this meeting and, more especially, to appoint himself a committee of one to bring to this meeting his reactions in regard to decentralizing the Mid-West Section. The decision will rest with this group at the December meeting. And all camp directors, members as well as non-members who may have any suggestions to offer, are asked to send them to the Section President as early as possible so that consideration may be given them before the December meeting. The Camp Directors Association should be the link between the camping interests of the mid-west. The important problem is: how can we make it 100% efficient in giving to each director a national connection with all camping interests of the country as well as the personal touch with the few whose problems are the same as his.

Cosmopolitan

offers camp advertisers a larger circulation among substantial prospects at a lower rate than any other medium with an established camp department.

More than 1,500,000 copies monthly
57th Street at 8th Avenue :: New York

A TRAVELING CAMP EXHIBIT

A Committee of the Camp Directors Association of America has been appointed to establish a permanent exhibit for the private camps, such as could be shipped from section to section of the country where camping conferences and exhibits may be held. If at future conventions the private camp is to make a visual showing comparable to that of the institutional groups the immediate and active cooperation of the members of the organization and of its sections is essential.

The Section Presidents are asked to appoint small committees to take this matter in hand; and the committees are asked to notify their section members of the plan to assemble such an exhibit, and to report to the National Committee at once, what their contributions will be.

The following are some of the types of things that the National Committee believes would help to build up a representative exhibit:

Various examples of craft work done at the camps.

Models of buildings, athletic fields, water fronts, rock gardens, nature trails, or any feature of a private camp that is characteristic or unique.

Miniatures of out of door fire places, reflector ovens, or other campcraft layouts or special features.

Maps or airplane views of the camp layout.

Of course no article submitted is to bear the name of the individual camp. Gifts are asked for, but loans will be acceptable, and the return of all articles received will be adequately insured.

Owing to lack of funds in the National Treasury direct requests for cooperation in this matter,—as in many other matters where group cooperation is desirable,—cannot be made by letter, hence the medium of the columns of the Camping Magazine must be used.

Contributions are to be sent to the National Office, c/o Raymond F. Purcell, 551 Park Avenue, New York, as soon as possible, as the convention of the New York Section is to be held December 2nd and 3rd, and other exhibitions and conferences are being planned during the early winter. Any

suggestions may be sent to members of the National Committee who are Miss Lucille R. Ryttenberg, Chairman, 5 West 65th Street, New York, Miss Elizabeth Embler, Long Ridge, Stamford, Conn., and Mr. A. Mandelstam, 40 West 72nd Street, New York.

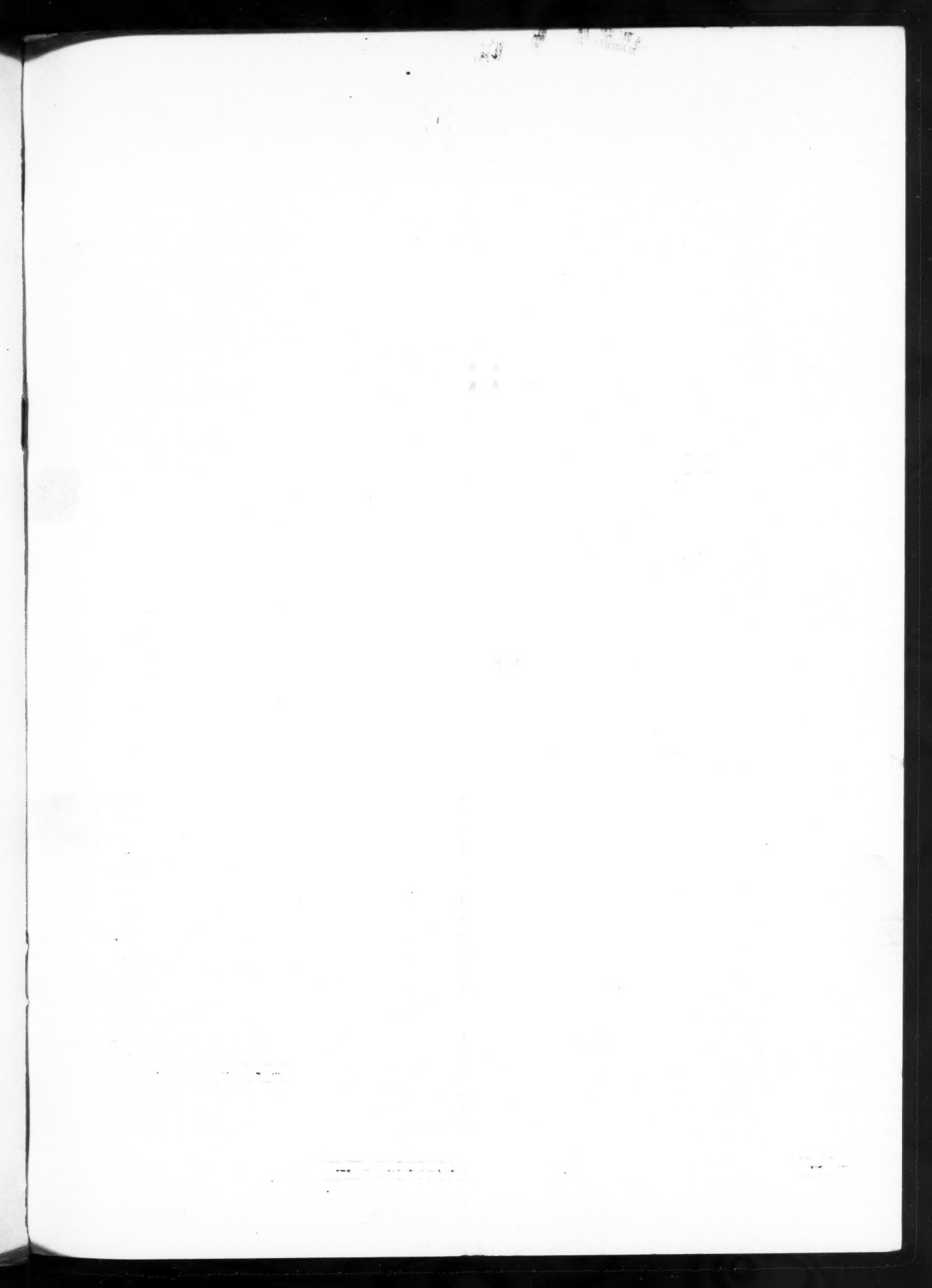
THE NEW ENGLAND SECTION

The winter series of programs of the New England Section opened November 26th, at the Women's Republican Club House, Boston. Two seminars, one on "Budgeting and Fees for 1933" and one on "Mental Adjustment Problems," were conducted from 2:30 to 3:45. Business session from 3:45 to 4:30. From 4:30 to 5:45 a Symposium was carried on and the topic, "The Future of Organized Camping in the Light of the Past Season's Experience," was opened by five-minute statements from six of the members representing both the organizational and private camps, followed by general participation. There was a social period from 5:45 to 6:30 and at 6:30 dinner was served and an inspirational address closed the evening program.

A COURSE ON CAMP TRAINING

The Camp Directors Association of America announces a course on Camp Training to be held at The National Board Building of the Young Women's Christian Association, at 135 East 52nd Street, New York City. The sessions will be held on Monday evenings from 8 to 10 o'clock, from January 9th to March 13th, 1933, inclusive. These sessions will consist of a series of lecture-seminars under experienced and expert leaders, and the course will be under the direction of Wallace Greene Arnold. It will be open to Camp directors, associates, executives, counselors, and to those desiring to qualify for positions in organized camps. Details concerning subject matter of the several sessions and arrangements for enrollment may be obtained by communicating with the National Office, at 551 Fifth Avenue.

This course is a new venture for the Association, and is planned in the hope that it may help to meet the needs to a small degree of the many who are seeking aid and direction in their problems of Camp leadership. If successful it is hoped that it will be the forerunner of other and more intensive training courses.



It's hard for a Hungry citizen



to be a Good

CITIZEN

THE boy whose stomach is empty cannot be expected to do good work at school. Babies undernourished through another winter may be handicapped by frail bodies through life. The hungry father of a hungry family is hardly the man to seek employment with persistence, or to do well on the job when he gets it.

Before you can save a man's soul it is often necessary to feed his body. You have no right to expect the civic virtues of patience, courage and honesty from starving, freezing men and women. If they preserve a just attitude towards the laws of the city in which they live, it is a miracle.

This winter, as never before, it is the duty of all who are well-clad, well-housed, and well-fed to help the less fortunate. The fact that you gave last year, and the year before, does not lessen your responsibility. The fact that you cannot afford a large contribution must not deter you. The upturn of business with a gradual improvement of economic conditions does not remove the crisis of this moment. Emergency appropriations by the federal government amount to \$300,000,000, but they meet only half the increased national needs for human relief.

The rest is up to you!

How will your dollars be used? First of all, they will feed the hungry, and relieve the absolute want of the unemployed.

They will be used, also, to take care of the sick and aged. They will help to maintain hospitals, orphanages and schools. They will make possible clinics and visiting nurses.

The dollars you give are invested in the forces of civilization right in your community!

WELFARE AND RELIEF MOBILIZATION, 1932

The Welfare and relief Mobilization for 1932 is a cooperative national program to reinforce local fund-raising for human welfare and relief needs. No national fund is being raised; each community is making provisions for its own people; each community will have full control of the money it obtains.

Give through your established welfare and relief organizations, through your community chest, or through your local emergency relief committee.

Newton D. Baker

Newton D. Baker, Chairman, National Citizens' Committee

This winter, as never before, support your local Community Campaign

